

People's Democratic and Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Amar Thelidji- Laghouat
Faculty of Letters and Foreign Languages
Department of English



**Using English Speaking Movies to Enhance EFL
Teaching Aspects.**

Case Study of Middle School Classes at Laghouat.

**Dissertation Submitted to the Department of English in Partial Fulfillment
for the Requirement of Master Degree in Teaching Civilisation And
Literature**

Submitted by:

Merigui Meriem

Board members:

President: Mr. Benaicha Djalel Eddine

Examiner: Mrs. Hachani Sihem

Supervisor: Mrs. Koreichi Souhila

Academic Year: 2017/2018

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Dedication

In the name of Allah, Most Gracious, Most Merciful

All the praise is due to Allah alone, the sustainers of all the worlds

This thesis is dedicated to my wonderful parents,

for their support and

precious advice,

To my brother Youcef, and sisters, Rekaia, Samia and Zahia

My grandparents, uncles and aunts

To the sweet nephews: Aya, Inesse, and Abd El Kader.

Special dedication to my precious and lovely friends who have supported me

throughout the process: Lakhdar, Soumia, Alia, and Amel,

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Abstract

For many years, finding ways and materials to make the English Language learning process for students more effective and inspiring has been one of the most important tasks of teaching English. It becomes very popular among teachers of English to use movies or short videos, as core content in the course curriculum or supplementary materials to teach English. For that reason, many researchers claimed that authentic source is very motivating and beneficial. The present study sheds light on the impact of using English movies as a medium to enhance teaching English language for middle school classes in Laghouat. For this purpose, a questionnaire for the teachers of the middle school classes has been conducted. The teachers' questionnaire constitutes of eleven questions used to know whether English speaking movies are effective in improving teaching EFL or not. Through the analysis of the data collected, it is noticed that the teachers consider movies as an essential technique in enhancing their teaching of the listening skill, including pronunciation, and enriching their vocabulary. In addition to that, the findings show that movies increase the students motivation to know more about this language and develop the achievement of English language.

List of Tables

Table 3.1: Teachers' Gender Distribution.....	32
Table 3.2: Teachers' Degree.....	33
Table 3.3: The Use of Movies in Presenting Lessons.....	34
Table 3.4: Frequency of The Use of Authentic Movies.....	35
Table 3.5: The Most Suitable Type of Movies in Teaching.....	37
Table 3.6: The Way of Using Movies in Class.....	38
Table 3.7: Difficulties When Using Movies During The Interaction.....	39
Table 3.8: The Role of Movies in Helping Students' Development of Their Ability to Master Some Aspects of Language	40
Table 3.9: The Role of Movies in Gaining Time.....	41

List of Graphs

Graph 3.1: Teachers' Gender Distribution.....	32
Graph 3.2: Teachers' Degree.....	33
Graph 3.3: The Use of Movies in Presenting Lessons.....	35
Graph 3.4: Frequency of The Use of Authentic Movies.....	36
Graph 3.5: The Most Suitable Type of Movies in Teaching.....	37
Graph 3.6: The Way of Using Movies in Class.....	38
Graph 3.7: Difficulties When Using Movies During The Interaction.....	39
Graph 3.8: The Role of Movies in Gaining Time.....	41

List of Figures

Figure 1. 1: TV in use with a class in the 1970s.....	13
Figure 2.2: The Communicative Time	20

Table of Contents

Dedication	i
Acknowledgements	ii
Abstract	iii
List of Tables	iv
List of Graphs	v
List of Figures	vi
Table of Content	vii
List of Abbreviations	ix
General Introduction	1
Chapter One: Movies and EFL Teaching	6
Introduction	7
1.1.The Status of English in the Algerian Educational System	7
1.2. Different Learning Styles in Learning Languages.....	8
1.3. English Speaking Movies in EFL Teaching and Learning.....	9
1.3.1.Authenticity.....	10
1.3.1.1. Defining Authenticity.....	10
1.3.1.2. Authentic Materials.....	11
1.3.2. Movies and Authenticity.....	14
1.4. Motivation in EFL Classes.....	15
1.4.1. The Role of Movies in Motivating Learners.....	15
Conclusion.....	16
Chapter Two: Employing English Speaking Movies in EFL Teaching	17
Introduction.....	18
2.1. Integrating Movies in Different Areas of EFL Teaching.....	18
2.1.1. Teaching Listening.....	18
2.1.2. Teaching Vocabulary.....	20
2.1.2.1. Teaching vocabulary Using Subtitles.....	21
2.1.3. Teaching Pronunciation.....	22

Table of Contents

2.1.3.1. Defining Pronunciation.....	23
2.1.3.2. Intonation.....	23
2.1. 3.3. Stress.....	24
2.1.3.4.Intelligibility.....	24
2.1.4. Teaching Cultural Aspects.....	25
2.2. Aspects to Be Considered While Using a Movie in Classroom.....	26
2.3. The Benefits of Using Movies in Teaching EFL.....	27
Conclusion.....	28
Chapter Three: Analysis and Discussion of Data Gathered.....	29
Introduction.....	30
3.1. Population and Sampling.....	30
3.2. Aim of The Questionnaire.....	30
3.3. Description of The Questionnaire.....	31
3.4. Questionnaire Analysis.....	31
3.5. General Results and Discussion.....	43
Conclusion.....	45
General Conclusion.....	46
References.....	49
Appendix	ix

List of Abbreviations

EFL: English as a Foreign Language.

EL: English Language.

ESL: English as a Second Language.

Q: Question.

TEFL: Teaching English as a Foreign Language.

TV: Television.

General Introduction

The last decades witnessed the emergence of Mass Media which took an important position at all the levels in individuals' lives around the world. Therefore, it became essential in the modern educational system to use videos and television which would serve to stimulate the need of educational changes. The new generations should get information and be taught with new ways and modern methods such as using movies and videos. The fact that movies are an authentic tool in using accents, tones, and cultural aspects presents a very beneficial and effective way in teaching and learning language. Harmer (2001) concluded that applying video tapes has been used as a common feature to teach the target language for many years. So, Algerian teachers at all the levels could use movies inside classrooms as a main material to improve some aspects of learning languages, and therefore it leads to develop the educational system of Algeria.

1. Statement of Problem

Throughout our learning experience with using movies to acquire English language, we have experienced the feel of being motivated to learn and get information with a suitable material. Learners have difficulties in improving their listening skill, pronunciation, and vocabulary while using traditional material and relying on teachers' presentations. This can decrease the learning process for learners and get them bored and demotivated. This study, attempts to highlight the role of using English speaking movies in enhancing teaching EFL in middle school classes ,more importantly the 4MS classes, and how movies are used in teaching language: teaching listening, vocabulary, pronunciation, and even cultural aspects. When teaching listening skill, it is important to notice that textbooks usually focus on more formal language and do not focus on small talks or conversations. Movies, on the other hand, made with British dialect can be a good way to teach these skills needed in everyday speech since the language used for instance in contemporary movies can be rather up-to-date and thus can motivate the students. Thus , if audio-visual aids are employed in classroom, effective learning atmosphere can be provided. Movies as an accurate means would provide students with an authentic language, motivate and help them to achieve better results.

General Introduction

2. Hypothesis

In the present research study, we hypothesize that if teachers of English apply movies inside the classroom, they will strengthen the learners' listening skill, enrich their vocabulary, and use the right pronunciation. Add to this, if teachers use this material, they will motivate their learners to develop their level of achievement of English language as being a foreign language.

3. Research Questions

Our study aims at answering the following questions:

- To what extent does the use of movies affect middle school students' development of learning English?
- Would the British authentic movies really help the learners to produce the right pronunciation?
- Is the use of movies a good tool to help teachers improve the students' listening skill?
- To what extent do English speaking movies improve learning vocabulary?
- Are English movies considered to be an effective tool to discover English cultural aspects?

4. Aims of the Study

This study sheds light on the use of movies as an authentic tool in English language classrooms looking for to what extent they help in teaching listening, pronunciation, enhancing vocabulary, and teaching cultural aspects. In addition to the effects of this tool towards the students' learning motivation. The ultimate objective of the study is to prove that English speaking movies are an authentic teaching material which plays a vital role in ameliorating the listening skill, enriching vocabulary, and using the correct pronunciation of the students. Particularly, the study has the following sub-objectives:

- To show the effective role of the movies in improving the students' listening skill inside and outside the classroom.
- To develop the teaching process in helping the learners to grasp language information and motivate them.
- To highlight the benefits of using movies both in the learning and the teaching processes.
- To focus on the role of British English movies in enhancing learning vocabulary, pronouncing and discovering English cultures.

5. Review of Literature

Movies, either educational ones special for language or TV movies like MBC movies, Max movies, Fox movies, are considered as an authentic reference for input because they are brought and produced by native speakers. They made the language easy for understanding because they present language in a visible context through acting which helps the pupils or students to understand that there is a connection between the more traditional classroom teaching and the real community (Gebhard, 1996). Several studies have declared that movies can become an integral part of the curriculum due to their significant effect on the development of the basic language skills: reading, listening, speaking, and writing (Baratta & Jones, 2008; Martín & Jaén, 2009; Ismaili, 2013; Rokni & Atae, 2014; Yaseen & Shakir, 2015). Teaching foreign languages is not that easy. Learners could acquire a foreign language only if they have positive desire toward this language which is motivating them. Learners are different in their learning strategies and interests, therefore it should be taken into consideration while planning lessons, thus the use of movies in EFL teaching brings variety and flexibility into the classroom.

Several studies and researches were conducted in the area of using films as a tool to learn and teach English as a Foreign Language. They focus on the common features of using movies as a useful and attractive means of learning English.

The first study has been reviewed is conducted by King (2002) "Using Features Films in EFL Classroom". This study stresses the importance of movies in motivation even, and more important the realism of these features which are so beneficial for learning especially with the use of subtitles.

The second study is entitled "The Effectiveness of Using Movies in EFL Classroom" by Ismaili(2013). It points out that movies attract students' attention, present language in a more natural way that found in course-book, and the most important finding in this study is that films offer visual context aids which help students understand and improve their learning skill.

The third relevant study is "English Learning Through DVD Films and the Internet" which is (a web based educational park, in Taiwan). This study presents films as an entertaining tool, at the same time a source of language; add to that movies have different

General Introduction

categories and genres which make the pupils get a strong motivation for autonomous learning with an authentic source.

Those studies share the idea that films, especially English ones, are an effective and motivating tool to teach English as a Foreign Language, which gives this research paper a platform to stand on in order to show the importance and the impact of movies as a source of language to teach EFL effectively.

Most of those studies based on only one aspect or skill and the relation between movies and that point of study; eg: pronunciation; listening skill; speaking skill; writing skill ...etc. The current research study will deal with more than one aspect. Middle school curriculum focuses on different areas of English language in order to cover most parts of the language. It will add more focus on conducting the use of movies in improving the learners' listening, pronunciation, enriching vocabulary and discovering English cultural aspects. This tool can greatly help teachers of English to present lessons with more effectiveness and motivation.

6. Method and Measuring Tools

In this study, we use the descriptive method, thus it is the most appropriate to this study, because the work is mainly based on definitions, descriptions, and analysis of finding.

The questionnaire is the primary data collecting tool chosen in this study. A questionnaire would be devoted to some teachers of English language in some middle schools at Laghouat. They would be asked if they apply movies as a tool in their teaching experience, and if this tool is beneficial or not in improving the learners level in listening, pronunciation, and vocabulary. It aims also at gathering information about their views on using movies as a tool to teach English and to what extent it helps and motivates the students in their learning process.

7. Research Design

The present dissertation is divided into three chapters. Chapter one is about movies and EFL teaching: definition of English as a foreign language in middle schools in Algeria, the different learning styles, English speaking movies in teaching EFL which deals with, authenticity, and motivation. Chapter two deals with the implementation of movies in EFL teaching which is based mainly on listening skill, pronunciation, vocabulary, and cultural aspects, dealing with the positive influence of movies on EFL teaching process and some

General Introduction

aspects should be respected while choosing a movie. The third chapter, which is the field work, is devoted to analyse and discuss the teachers' questionnaire.

8. Significance

Teaching foreign languages needs a special environment. Relying on an individual observation beginner learners face difficulties in listening, pronunciation, using vocabularies, and using grammar needed while dealing with spoken English. The main reason behind this may be according to the techniques that teachers use and to other factors in the class. This traditional method weakened by a lack of availability of educational materials. This research does not neglect the benefits of the traditional method in education, especially in terms of language skills as it remains the best way in terms of integrating words and how to use and to produce the language correctly. Yet, the problem manifested in its limitations and insufficiency to cover all learners' needs. The accurate research statement was mainly conducted according to personal interest. Relying on English speaking movies, we have experienced the feel of being motivated to learn and get information with this suitable material during the middle school stage. English speaking movies played a very important role at improving our learning and facilitating the use of this language.

Chapter One: Movies and EFL Teaching.....	6
Introduction.....	7
1.1.The Status of English in the Algerian Educational System.....	7
1.2. Different Learning Styles in Learning Languages.....	8
1.3.English Speaking Movies in EFL Teaching and Learning.....	9
1.3.1.Authenticity.....	10
1.3.1.1. Defining Authenticity.....	10
1.3.1.2. Authentic Materials.....	11
1.3.2. Movies and Authenticity.....	14
1.4. Motivation in EFL Classes.....	15
1.4.1. The Role of Movies in Motivating Learners.....	15
Conclusion.....	16

Introduction

Teaching foreign languages is somehow challenging, since it should be motivating and attractive. Movies are considered as a motivating and entertaining tool for both teachers and students with their variable learning strategies. In Algeria, as a non-English-speaking area, it is hard to acquire that foreign language . Therefore, movies are considered to be the ultimate tool to provide students with real life language and expressions. Teachers, then, can find many reasons to adapt movies in teaching EFL, for instance authenticity, dealing with different learning strategies, and mainly its motivational side. Thus, this chapter looks at teaching English as a foreign language within the Algerian middle school syllabus and gives some reasons why using films in EFL teaching process. The main points that are discussed include the different learning styles, authenticity and the motivational aspect of films toward EFL teaching.

1.1. The Status of English in the Algerian Educational System

The need to learn and speak languages is highly perceived nowadays. These languages make the world one global village. As a matter of fact, the role of English language in this universal community is becoming more important. English is mainly the language of New Media (e.g. Satellite TV and Internet). It is spoken by about 1.5 billion people and is the language of international communication in businesses, diplomacy, technology, sport, travel, tourism, and entertainment (Tiersky & Tiersky 2001). Therefore, the emphasis on teaching English is becoming a vital part of education all over the world.

In the specific case of Algeria, the Ministry of Education has recognised that English plays a big importance nowadays in the world, which can be noticed in all the domains. In 2001, the Ministry of Education had announced the 'Educational Reform', and consequently, many changes occurred concerning the situation of teaching English. While English is considered to be the second foreign language in the Algerian Educational System after French, it has received great attention within this Educational Reform. So, English is introduced at the level of first year middle school, which means at the age of 11 for the pupil. It is taught seven years: four of which at the middle school and three at the secondary school.

English is started to be taught from the first year middle school, but it is particularly learned for educational reasons and passing exams only. The English language is used within classroom in a formal way, with few opportunities to use it outside the classroom for daily communication. However, as English language gets a great attention nowadays in our educational system because of its big influence in the world development, and as being considered a foreign language; it should be presented in a more attractive and affective way that reflects the real language input. Thus, in order to motivate the majority of the pupils inside the classroom and teach effectively, the teacher should use tools that can affect all the pupils with their different learning styles.

1.2. Different Learning Styles in Learning Languages

Learners are different in their ways of learning. Each one relies on a way that suits to determine and reach the ultimate goals. Different learners' personalities make different learning styles. Keefe (1979) defines learning styles as the "composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment"(p.4). So, learning styles involve the way learners get knowledge and not the nature of that knowledge itself. This means that each learner learns the same information in a different way from others.

According to Reid (1987, p. 89), the term "*perceptual learning styles*" implies the variations among learners in using one or more senses to understand, organise, and retrain experience. Reid distinguishes four main learning styles. The first one is "the visual learning style". Visual learners have two sub-channels "*linguistic*" and "*spatial*". Learners who are "visual linguistic" prefer the written language to learn, like reading and writing activities. They remember what has been written down, even if they do not read it more than once. Learners who are "visual special" usually have difficulty with the written language and do better with charts, videos, and other visual materials. They easily visualise faces and places by using their imagination. The second one is "the auditory learning style". Auditory learners often talk to themselves. They get best understanding of new content through listening and speaking. The third one is "the Kinesthetic learning style". Kinesthetic learners do best while touching and moving. It also has two sub channels

kinesthetic (movement). The fourth one is "tactile" (touch) The fourth one is tactile learning, which means "hands-on" learning, such as building models. When listening to lectures they may want to take notes for the sake of moving their hands. When reading, they like to scan the material first, and then focus on the details. They typically use colours, highlighters, and take notes by drawing pictures (Reid, 1987, p.89).

To teach all students effectively and help them achieve success, teachers should blend the different learning styles; auditory, visual, tactile, and kinesthetic into their lessons and classroom activities (Harmer, 2001; Scrivener, 2011). Every student has a dominant style but can benefit from all the other styles.

1.3. English Speaking Movies in Teaching EFL

Due to the globalisation and the modern development, English is used in all the life sectors. It has become an international language that all the world relies on. Many countries adapted English as a second language (ESL) and many other countries considered it as a foreign language (EFL) as the case in Algeria. Teaching English as a foreign language (TEFL) means teaching English in countries where English is not the primary spoken language ("Teaching"). Teaching foreign languages needs a reliable source that reflects the real language used in the foreign society. In addition that it should be motivating and attractive for beginners in the middle school. Thus, it should be entertaining, motivating and effective tool.

Movies provide students with an audio-visual context which can help students to understand easily and enhance their language learning. Movies, as an audio-visual aid, attract the learners' attention and introduce language in a more real situation than those presented in course-books (Ramazan, 2017). In order to improve the students' learning aspects, teachers have to adapt real-life situations by using materials that can be interesting and up-to-date. According to Ismaili (2013), movies are an enjoyable source of entertainment and language acquisition. Using the old methods can be sometimes boring while an audio-visual experience can be more entertaining and engaging to students.

1.3.1. Authenticity

Teaching foreign languages needs to be based on a real input. This fact maybe challenging for teachers when they manage to use alternative tools to present the language. The rapid development provide the teachers by different possibilities to enhance the pupils' learning process and motivate them at the same time by using several authentic sources, especially movies. Using authentic materials is very necessary in teaching EFL, in order to get the language from its real and trusted source and how it should be learned. Learners believe that foreign language exists only inside the classroom, for getting marks in the exam, and that they do not have to use it anywhere else. Authentic materials, however, usually help them to change the traditional thought, and make clear that knowing foreign languages is very useful and can be used every day in different contexts. Thus, using authentic materials has many advantages and it can bring variety and flexibility to the EFL session. It can be a motivating tool for the learners and the teacher, and make teaching and learning a foreign language enjoyable, easier and funny (Gebhard, 1996. p.89-109). Teachers of English language in Algeria are not natives even if there are some who speak English fluently. So, there is a lack of authenticity aspects in Algeria. For that reason, bringing English speaking movies inside classrooms can make our language classes more authentic then using traditional methods.

1.3.1.1. Defining Authenticity

From The Oxford (eleventh edition,2004) Dictionary definition, authenticity involves *"Not false or copied, genuine, real, free from pretense or hypocrisy, sincerity"*. In that, authenticity relates, as Gilmore (2007, p. 97) claims, to the language made by native speakers for native speakers in a specific language community or the language made by a real speaker or writer for a real listener to transmit a real message.

In the same vein, Rafferty (2010) introduces a clear description of authenticity, that is a very common concept in using the present teaching materials; he argues that:

Many authors and speakers on human development, psychology, spirituality, and motivation speak about being authentic, living authentically, and expressing one's self from a place of authenticity.

(p. 2)

Authenticity is very significant, because it takes the students to the real English situations in terms of using the target language. On the other hand, using less authentic materials with our learners, may lead to less practice in the real world.

Tatsuki (2006) "authenticity, is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability... of materials."

1.3.1.2. Authentic Materials

Authentic tools pretend to introduce the language in a more realistic way. They make the language presented more natural situation. For an effective and practical use, it is beneficial to deal with natural language for several reasons, as it is stated in Underwood (1989):

Authentic materials allow the students to hear as much more real act of communication with all the interactional features which are not normally found in scripted materials. It gives them a true representation of real spontaneous speech with its hesitation, false, starts and mistakes, which will make them more able to cope with "real life" speech when they meet it outside the learning situation.

(p. 100)

The use of movies in (TEFL) makes learners more incorporated and motivated to obtain the language. Ruusunen (2011) declared that applying movies can be both motivating and entertaining at the same time for learners. Movies give learners a real-life-language. Similarly, Laniro (2007) stated that authentic materials are not made to be used inside the classroom, but they tend to be excellent learning tools for students, precisely because they are authentic. This means that authentic teaching materials are considered as a tool of real communication situation, and not only intended for language learning and language teaching purposes (Sufen, 2006, cited in Ruusunen, 2011). According to the definition of authentic materials the use of authentic materials has a positive value that make students highly motivated. Because using authentic materials in the classroom is to make students not only learn in the 'safe' area and controlled language learning environment, but also to encounter the language use in the real word. So the students can learn the varying material

and using the language in the real context not only in the classroom that make the materials just for language learning.(Saifuddin, 2016)

There are some examples of authentic materials that EFL/ESL teachers are using some of them. Gebhard (1996, cited in Bahrani 2012.p57) stated those examples as follows:

Authentic listening and performance materials such as: TV movies, professionally audio taped short stories and novels radio ads, songs, documentaries. Secondly, Authentic Visual, Materials for example; photographs, paintings, children's artwork, silhouettes, pictures from magazines, ink blots postcard pictures, wordless picture books, stamps, and X-rays. Thirdly, Authentic Printed Materials as; newspaper article, movie advertisements, astrology columns, sports reports obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, pins with messages, and bus schedules. Finally, real world objects which used for learning in classrooms; coins and currency, folded paper, wall clocks, phones, dolls, and puppets.

He classified authentic materials into three main categories; First, authentic listening performance tools. They Serve as audios and audio-visuels such as movies and songs. Second category is the visual materials, represented in pictures. The third one is the printed tools. These three categories can serve all the students' different learning styles. The diversity in authentic materials can lead to better achievement.



Figure 1.1: TV in use with a class in the 1970s

(In Lee and Winzenried, 2009, p. 64)

This picture shows the use of TV within the classroom since the 1970s. The use of audio-visual authentic materials is not newly adopted. Lee & Winzenried (2009, p. 61) claimed that Television was seen in industry, government and tertiary education as being able to provide the desired expert instruction. " In other words as related in Mishan (2005) that teacher need to know that using television in language teaching creates a medium which students are familiar with. So he has to be aware about the content of the programs, the nature of the introduced topics, and the language used. It means that television as an authentic source provides students with foreign language which helps them to develop their skills. It is noticed also that the number of learners while using television in the classroom is limited, therefore this can greatly help to get better results. In other words we can say that using movies with few number of learners gives more benefits. However in Algeria, the issue of pupils number in Algerian classrooms makes the use of movies somehow challenging within over-crowded classes.

1.3.2. Movies and Authenticity

Movies can be recognised as authentic tools that are presented in classroom which provide the learners with a real situation, which they may find themselves with real learning (Mishan, 2004). Gebhard (1996) stated that the real learning supports the learners to know that there is a common relationship between the simple traditional classroom teaching and the real world. So, the learned foreign language is simply used in daily life not only in learning, but also outside the classroom. He (ibid) argued that “authentic materials can reinforce for students the direct relation between the language classroom and the outside world”. Hence, movies are a good example of authentic material that can be used in language teaching in order to make the learning process more entertaining, enjoyable, and easier. (Gebhard, 1996 ;Tourki, 2013.p.223)

Furthermore, for instance films provide the students with examples of real language as it used outside the classroom. In addition, authentic materials offer a way to contextualise language learning. If, for instance, a repair manual, a menu, a TV weather report or a documentary is used during the lesson students tend to focus more on content and meaning than on the language, since that is what they would do also outside the classroom. (Gebhard 1996.p.89-109).

English speaking movies make the students able to develop their learning skills. Stoller (1988. p1) claimed that it has been studied that movies improve English language learning aspects as being an authentic tool brings variety, flexibility, and reality. They are used as a teaching material in the classroom, and most important that they diversify the curriculum. He (ibid) stated that the use of authentic materials in teaching, such as movies, can greatly motivate and help enhancing the language learning. Movies, thus, take apart in performing and producing language learning easily. Movies as being full of features, can provide students by a source of language and linguistic diversities (Chapple & Curtis, 2000, p.424).

Using movies can be challenging with time. Teachers who tend to use movies in teaching are allowed to plan carefully for a lesson related with using a movie and the different tasks for the sake of keeping the session enjoyable and motivating rather than leading the students to be passive while watching the film in the classroom. Teachers have, also, to take into account to check the students’ knowledge of the topic introduced and the main vocabulary introduced in the movie. If the students are familiar with the topic and the

items used in the movie, it will be more enjoyable and easier to deal with the movie as a teaching tool (Mishan, 2004, p. 216).

Accordingly, dealing with movies as an authentic tool that teachers can use to provide students with the real language used by natives is also a challenging and motivating aspect. Teaching a foreign language has to be motivating for both teachers and learners. Motivation in the educational environment can make the teacher as well as the learners reach the ultimate goals successfully.

1.4. Motivation in EFL Classes

Motivation is an essential part in teaching and learning foreign languages. Thus, effective language learning can be related to how motivating the teaching process is. Oxford and Shearin (1996) claimed that motivation "determines the extent of active, personal involvement in foreign or second language learning" . In other words, unmotivated learners cannot be highly involved; thus, they are unable to enhance their learning skills. Gardner (2006, p.2) stated that students who are motivated can have the desire and the readiness to learn more; as he declared that motivation is not a straightforward structure.

Teachers through differentiating and changing the use of teaching materials, are looking for attracting the students' desire by motivating them. They are always looking for aspects which motivate their students (Senisi, 2006, p. 474). EFL teachers should motivate students in order to love learning and encourage them to focus on their interests. Teachers face challenges while creating entertaining activities. Thus using technology inside the classroom may be a good motivational aspect that can facilitate the educational process (Senini, 2006, p. 458).

1.4.1. The Role of Movies in Motivating Learners

Many researchers have detected that English speaking movies used in teaching EFL can be an essential part of the curriculum. Furthermore, movies provide students with "real language" introduced by native speakers in real situations. They also have discovered that

movies attract the students' interest and it can extremely motivate them to learn (Kusumarasdyati, 2004; Luo, 2004).

In this respect, Donathy (2014) has claimed that motivation is a main pillar to achieve successfully second language learning, and films are the motivator that brings entertaining and fun to the language learning process:

Motivation is one of the most important factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable.

According to Donathy (2014), learning through using films is motivating and enjoyable. So motivation is an essential aspect in learning a second language. Thus, motivating the students makes them achieve better. Movies can be used in classrooms as motivating tool that makes diversity in learning language in an enjoyable way.

Conclusion

This chapter dealt with some definitions and highlights important notions relevant to concern of the study, including English as a foreign language in the Algerian middle school, the different learning styles in learning languages, authenticity and movies, and the role of movies in motivating students. Therefore, it can be concluded that the importance of movies as an authentic tool in EFL teaching process is determined by both learners and teachers. The learner is allowing to be developed rapidly through this authentic movies and videos provided by authentic native speakers. Then, the teacher is also recommended to encourage the students learning with authentic movies in order to make them closer to the target language thus they can be always interested and motivated in learning.

Chapter Two: Employing English Speaking Movies in EFL

Teaching.....	17
Introduction.....	18
2.1. Integrating Movies in Different Areas of EFL Teaching.....	18
2.1.1. Teaching Listening.....	18
2.1.2. Teaching Vocabulary.....	20
2.1.2.1. Teaching vocabulary Using Subtitles.....	21
2.1.3. Teaching Pronunciation.....	22
2.1.3.1. Definition of Pronunciation.....	23
2.1.3.2. Intonation.....	23
2.1.3.3. Stress.....	24
2.1.3.4. Intelligibility.....	24
2.1.4. Teaching Cultural Aspects.....	25
2.2. Aspects to Be Considered While Choosing a Movie.....	26
2.3. The Benefits of Using Movies in Teaching EFL.....	27
Conclusion.....	28

Introduction

Nowadays, audio-visual aids such as movies are recognised to be a perfect tool to facilitate learning and to receive knowledge in an enjoyable way, as well as students could be more motivated to learn English language. Though, applying movies in classrooms is not that easy. Teachers have to be aware how to apply them and when they would be appropriate and effective to teach EFL. This chapter aims to determine the efficiency of using movies to teach different aspects of English language. However, movies affect many English language areas and have several advantages on the teaching process, but the accurate work focuses mainly on the four main areas that middle school students need mostly: listening, vocabulary, pronunciation, and cultural aspects. Thus, the chapter seeks to point out the effectiveness of using movies in improving listening skill, learning vocabulary, enhancing pronunciation parts, and learning cultural aspects. The benefits of applying movies would be mentioned at the end of this chapter with some aspects that teachers should take into consideration while choosing a movie for teaching goals.

2.1. Integrating Movies in Different Areas of EFL Teaching

As it is mentioned previously in chapter one, according to several studies, movies are a powerful tool that could help teachers to improve the students' foreign languages learning. They provide students with content, context, and language. So, teachers can benefit a lot through using movies in various areas of foreign language teaching. These areas are teaching listening, teaching vocabulary, teaching pronunciation, and teaching cultural aspects.

2.1.1. Teaching Listening

Listening is one of the main four pillars of English language (listening, reading, speaking, and writing). It is the first skill used by beginner learners in dealing with EFL in their first middle school year. They test this new language by their ears first. Generally, it is recognised as a receptive skill. Through listening, students understand the meaning of oral language. As well as it plays an important role in language learning, thus, it should take more attention and consideration (Soufi, 2013, p. 24).

Additionally, Brown (2006, p.1) has mentioned that learning listening has a strong relation with motivating learners. Because teaching listening is really challenging, teachers need to think carefully about producing the activities successful and make the content interesting.

Watching English movies within English language lesson helps in the increasing of students' sensibility in hearing sense, and then students react by participation. This is due to the interesting side of movies which learners at all ages like it so much. It will make the

teaching learning process being more interesting and enjoyable for both the teacher and students. Ameliorating students' listening skill through using watching English movies in the classroom is supported by Schwartz (1998).

Movie is one of the new media used by the teacher to teach listening for the students which learn English as foreign language. Movie or video can enhance listening comprehension by providing learners with contextually rich, high interest, authentic and culturally appropriate communicative situations. (p.46)

In other words, movies are considered as an effective material for enhancing listening comprehension skills. Teachers of English language can apply movies as a new method in the classroom which enables the students to watch and listen to the native speakers at the same time. Movies as being authentic means, provide students with a real, rich, and interesting language that help them to enhance their communicative situations. Movies also can be used in foreign language classes for relaxation, because it helps students and teachers to take some rest and enjoyment. Above all, it changes the classroom atmosphere and breaks the traditional classrooms environment.

The fact that English movies being used in a very natural way by native speakers, makes some parts may be spoken very fast for the learners to get the ultimate meaning, but it would be a perfect way for the student by making them practicing listening to native speakers talking to each other. They, also, can hear informal English language and abbreviations, words and phrases that are not often found in books or dictionaries.

Thus, listening skill is considered to be the second half of speaking. Both listening and speaking tend to complete each other. As it is shown in the coming figure, listening skill presents 53% of all communicating time (Leslie, 1999, p. 26, cited in Sofia, 2013, p. 23).



Figure2. 2: The Communicative Time

(Leslie, 1999, p. 26, cited in Sofia, 2013, p. 23).

2.1.2. Teaching Vocabulary

Teaching foreign languages requires focusing on teaching its main four skills. However, the key that enables all those skills to be taught and acquired is simply the vocabulary. It is considered as the beating heart of languages where any language without vocabulary, will not be existed. As Harmer (1993, p.157) stated "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used". So, vocabulary in any language is the vital part that makes it alive. It is the input which without it students could not tend to speak the language correctly.

Thornbury (2004) declared that what makes vocabulary not that easy to teach and learn is the matter of remembering, unlike, for example, teaching grammar which is particularly based on rules. In that, students may find problems while learning new items, especially when those items need great amount of repetition and practicing. (Ruusunen, 2011, p. 29)

Vocabulary, hence, represents the most powerful component in learning second/foreign language (Kim, 2008). The first language (L1) is acquired through listening, speaking, imitating. Similarly, foreign languages should be learned in the same way (Liu, 1995).

Seferoglu (2008) declared that movies help to teach languages because they present vocabulary through context shown in conversations. Therefore, the role of vocabulary is very important, and it is learned within context as an integral part of the lesson. New vocabulary that are memorised by students can be forgotten because they are not used within situations frequently. While using movies as a teaching tool, students can remember the words used because they are introduced in real situation within audio-visual context.

Kin and Gilman (2008), in their study, concluded that learning vocabulary is used with strategies, such as word list, by which new words are memorised with their translation. These strategies are irrelevant to students who get used to visual aids. Using movies is considered as one of the strategies to learn new words. When pupils see an object or an action, their curiosity to know the vocabulary will be increased. When the vocabulary is discovered, it is learned very fast, and when the activity has been introduced by teachers in different tasks, it will influence their vocabulary.

2.1.2.1. Teaching Vocabulary Using Subtitles

Using movies to teach EFL can be effective. Using English speaking movies with subtitles can be more beneficial by facilitating learners' motivation, solving ambiguity, and removing some of anxiety of the non-native learners and mainly for beginners. Subtitles are recognized as translating the conversation of the foreign language presented in a film, into the mother language in a written form on the TV screen. This means that subtitles are “the on-screen text in the students native language combined with a second language soundtrack in the video” (Markham, 1999, cited in Hosogoshi, 2016, p.154).

Using subtitles can facilitate teaching EFL vocabulary. While using an English speaking movie with Arabic subtitles, the students can benefit from a mixture of skills at the same time: listening to the conversation in the movie, seeing the actions done by actors and reading the subtitles at once. From this unified activity, teachers can enhance students' vocabulary. In this case, subtitles are the most attractive factor that helps students to learn from watching English speaking movies.

Importantly, Bean and Wilson (1989) reported that their non-native speaking students show highly positive rewards to using subtitles in improving and increasing vocabulary. Teachers who used to apply subtitled-movies, have noticed improvement in their students' listening comprehensive, vocabulary acquisition, and word recognition.

By watching English movies, students hear many new words, especially informal expressions which they are not really familiar with. Students can write down the new heard

words and use them as a part of making conversations. If the students do not understand some words, they can refer to check them in the dictionary for getting the meaning. This may show a positive side of using movies in teaching which make the students use the other sources in order to clear that ambiguity in an interesting way.

2.1.3. Teaching Pronunciation

English language is characterised by its special way of pronunciation. A good pronunciation shows how the speaker is competent in dealing with this language. For that reason, teachers have to teach English language as a foreign language using and focusing on the correct pronunciation. In the case of middle school learners, English is introduced mainly at this stage, and being new for them, they may face problems in dealing with the way they pronounce words comparing with French Language which may be easier for them. English speaking movies and videos are considered to be the appropriate tool for teachers to use them in teaching pronunciation due to its authentic form. It is very important to teach and focus on the pronunciation aspect during the learners' first years with English language, for the case of getting the natives' accent rather than to deal with it in their adulthood when they cannot learn the real English accent, as Kenworthy (1987) stated:

We commonly assume that if someone pronounces a second language like a native, they probably started learning it as a child. Conversely, if a person doesn't begin to learn a second language until adulthood, they will never have a native-like accent even though other aspects of their language such as syntax or vocabulary may be indistinguishable from those of native speakers.(p.4)

Harmer (2000, p.183) stated that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all things give them extra information about spoken English and help them achieve the goal in improving comprehension and intelligibility. Teaching English pronunciation is important for students which leads them to achieve better understanding of native speakers and improve their ability to communicate English well.

2.1.3.1. Defining Pronunciation

The correct pronunciation makes the student or the speaker more comprehensible and clear. In Oxford Advanced Learner's English Dictionary(2010.p1175) pronunciation is the way in which a language or a particular word or sound is pronounced.(Nunan, 2003). According to Femand and Pourgharib (2013), pronunciation is the way in which words or language is said in an understandable way. Pronunciation is based on particular sounds of language and aspects of speech, such as intonation, stress, rhythm, vowels and consonants, voiced and voiceless (Femand & Pourgharib, 2013).According to the level of middle school learners as being beginners in learning English language, s̄ their curriculum focuses on two main aspects of pronunciation: stress and intonation.

2.1.3.2. Intonation

In the Random House Unabridged English Dictionary (1987), 'intonation' refers to the way the voice goes up and down in pitch, when a person is speaking and the rise and fall of his voice as he speaks. It can be defined as a melody or the music which is produced while speaking.

Intonation is based on two main patterns: rising intonation and falling intonation. In some books a downward arrow (↘) indicates a fall in intonation and an upward arrow (↗) indicates a rise in intonation (3MS manual book, 2017, p.126).

The rising and falling intonations characterise the English language from other languages. It makes the sense of the words and sentences; e.g., the learner can discriminate between "wh-questions" and "auxiliary or yes/no-questions through its intonation, where pronouncing "a wh-question" using a falling intonation; however a "yes/no-question needs a rising intonation" (Kenworthy, 1987, p.85).

Shing and Yin (2014) proved through their study that using films is effective in guiding the students to use correct intonation patterns in making statements and expressing emotions. The listener can have difficulty in understanding the speaker's saying if there is no intonation applied in the speech. Therefore intonation interprets the speaker's feeling and emotions. It makes the listener to be interested in discovering the different meaning of sentences and interpreting voiced messages.

2.1.3.3. Stress

Stress means that speakers of English make certain syllables of energy or effort that we use to pronounce words that are more important in a sentence. After using movie clips, students can highly perform placing the stress while speaking. Due to the authentic nature of movies, students have been influenced by native actors through using stress while they speak (Shing & Yin, 2014).

English movies as it has previously mentioned, are an authentic tool that teachers can use to help learners from the beginning of their EFL learning. Middle school learners face certain problems related to stress and intonation; however most of these problems can be attributed to the differences in pronunciation between English language as a target language and Arabic as the pupils' L1. Movies help the teachers to make learners know how words are pronounced using stress and intonation. Using movies frequently have a great impact on teaching pronunciation, because when the learner hears native speakers' conversation, he will get the right and the exact pronunciation as natives. Pronunciation, then, needs to be viewed as an essential part of communication. An essential goal for teaching pronunciation is to make the learner fluent, speak freely, and comfortably intelligible.

2.1.3.4. Intelligibility

Teaching pronunciation is one of the main pillars of teaching EFL in middle school. "pronunciation plays an important role in helping the learner become an intelligible speaker" (Morley,1998). The concept of intelligible pronunciation in a foreign language has been dealt with in the previous decades. Abercrombie (1956) recommended that "most other language learners need no more than a comfortably intelligible pronunciation"(p. 37). He wanted to explain the comfortably intelligible as a type of pronunciation that is easily being understandable. So, learners need a smooth and non-complicated way of pronouncing EL.

Intelligibility can be defined by "understandability", as Kenworthy (1987) has mentioned, that it is being understood by a listener in a specific time and situation (p.13). So, intelligibility is a matter of how to deal with words using sounds, in fact the listener can get them without difficulties. "The more words a listener is able to identify accurately when said by a particular speaker, the more intelligible that speaker is" (Kenworthy, *ibid*).

Intelligibility is the most sensible issue in teaching pronunciation. There is no more effective tool to deal with intelligible pronunciation rather than using movies in teaching process. Pronunciation cannot be neglected in teaching EFL. The focus could be mainly on

grammar and syntax, however English language is characterised by its unique way of producing sounds and pronouncing words. For that reason, pronunciation should not be abandoned, but it must take a huge care. English speaking movies are produced by native speakers; so, this fact provides teachers with the correct pronunciation of words which helps the students, and at the same time they teach middle school learners how to be intelligible in speaking and communicating with others without being embarrassed or afraid of making mistakes.

2.1.4. Teaching Cultural Aspects

Learning a foreign language means learning the culture of the people speaking that foreign language. According to Hinkel "culture and language are inseparable". Both of them go hand by hand. Culture is defined as

integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations. (Goode, Sockalingam, Brown, & Jones, 2000).

This means that language is not only a tool used to define culture, it also reflects culture. Thus, the culture linked with a language cannot be learned separately in some lessons about civilization, or traditions of the region in which the language is spoken. Culture is a vast concept that is deeply connected to many of the linguistic concepts taught in foreign and second language classes. It can be taught implicitly in each lesson.

This definition confirms that language is an integral part of culture. Any culture is based on a number of common issues; one of them is language. Therefore, it is not possible to teach language separately from its culture. Teaching a foreign language leads to deal with the culture of that language in a purposeful way, directly or indirectly. Video is lauded for contextualizing language and depicting the foreign culture more effectively than other instructional materials. (Herron, et al., 1995, p. 775).

Bada (2000) focused on the importance of teaching culture in foreign language classrooms. He claims that if language learners are not taught cultural elements of the target language, they may face obstacles while transmitting messages.

Algerian middle school learners, as being young enough, are not aware too much of foreign cultures. They are related mainly with their mother Arabic Muslim culture. Learning EFL in this stage is very effective for them. It reaches their openness to the world to contact the English culture and recognise the way English people are living, and therefore can compare between their main culture and the new adopted one at this sensitive age in a limited manner; in order to let them have an idea about this new language and its culture, and guide their curiosity to discover this different culture, rather than keeping them search by themselves and then fall in the unacceptable results. So, teachers can benefit from implying English speaking movies to teach intercultural competence; therefore, movies are considered to be an effective tool to present English-speaking culture in an acceptable way. "With each glance of the screen one can learn something of the manners, gestures, customs, way of life, of the country"(Someya,1990. p. 37).

2.2. Aspects to Be Considered While Using Movies in Classrooms

Even though movies are a suitable, entertaining, and motivating means to provide young learners with a real language input, but planning a lesson with adopting a movie as the ultimate tool used has to respect a number of factors, taking into consideration: the Algerian Educational System, Algerian culture, and learners ages; teachers must select appropriately the movies that should be in terms of types and content of the material to be used.

First of all, the movie that can be used should be related to curricular objectives. The chosen movie needs to be interesting and pedagogically rich. So, educational goals must be taken into consideration at the very beginning.

Secondly, when selecting movie material for students from different cultures, movies containing taboo language and taboo subject matter should be avoided. Therefore, the teacher must be aware of the taboo issues in the culture of the students. Adding to that, the language used in the movies should not be more complex according to the level of the students. When selecting English speaking movies, teachers should pay attention to choose the suitable for all types of students and to all the ages in order to cultivate their English thinking. The students will be able to understand how they should use English language used in movies for developing listening, pronunciation, and vocabulary.

Finally, language teachers should not forget that English speaking movies are not always appropriate for all ages. So, they have to apply the suitable movies that works with all students' ages.

2.3. The Benefits of Movies on Teaching EFL

The use of movies in teaching EFL may be considered irrelevant and wasting for time, and can be seen as entertaining and not as educational tool (Stoller, 1988. p.1). On the other hand, it is clear that films enhance the study of culture as well as English language skill development (Stoller, 1988. p.1).

According to Champoux (1999), videotapes are an easy and accessible tool to be used in classrooms because of its visual feature. They offer both cognitive and affective experiences. Thus, the use of videotapes in teaching has increased rapidly since the 1970s. Allan (1985. p 48-65) highlights the realistic side of films. As they managed to represent a combination of both audio and visual aspects at once, this specific feature aspects makes the film a comprehensive tool used in language teaching. The visual aspect also supports the learners. It helps them to get focus of attention while they listen to the conversation introduced in movies.

On this basis, Stoller (1988) regarded films as a flexible tool for second language learning and instruction since they add another dimension to lesson planning, and enriching variety of language cultural experiences. Additionally, according to him, films provide the students with authentic, informal expressions that are not introduced in course books. In addition, real spoken language includes several characteristics that a course book cannot provide. Movies, then, involve learners in free communication in the classroom by declaring their points of view. Stoller (ibid) points out that the use of films in a content relied with curriculum gives the learners an opportunity to explore several aspects of the learning situation. Films enhance English language skill development since they bring variety, reality, authenticity and flexibility into the EFL classroom and before anything, diversify the curriculum (ibid. p.1).

Using movies, thus, can motivate the students to study English language. The visuality of the film may also help the low-achievers to understand, since it offers another channel of understanding in addition to just listening to the language (Allan,1985, p. 48-65; Stoller,1988; Champoux, 1999).

Conclusion

This chapter discussed the relation between English speaking movies and developing EFL acquisition mainly in improving listening skill, learning pronunciation with a focus on stress, intonation, and its intelligible fact, learning vocabulary through visual arterial and the effectiveness of subtitles, in addition to the importance of movies in discovering English culture. At the end, some aspects that should be taken into account while using movies in the classroom were considered.

Chapter Three: Analysis and Discussion of Data Gathered.....	29
Introduction.....	30
3.1. population and Sampling.....	30
3.2. Aim of The Questionnaire.....	30
3.3. Description of The Questionnaire.....	31
3.4. Questionnaire Analysis.....	31
3.5. General Results and Discussion.....	43
Conclusion.....	45

Introduction

The present chapter will be devoted to presenting and analysing the data gathered through the research instruments used. A questionnaire was administered to teachers used for data collecting. It focuses on major findings derived from teaching and EFL using English speaking movies in the middle school. This measuring tool investigates to what extent using films as an authentic tool to present English language for the learners is a beneficial and challenging concept for both teachers and learners at the same time. For that, it's high time to explore to what extent do movies help improving teaching English. This practical part will analyse and discuss the teachers' questionnaire in order to clarify the impact of using films in enhancing teaching process on listening skill, pronunciation, and vocabulary.

3.1. Population and Sampling

The informants were out of ten (10) EFL teachers from four (04) different middle schools at Wilaya of Laghouat. They were selected to respond to the research instruments addressed to them. In fact, the respondents and the schools have been randomly chosen to represent the whole population because all of them had the same chance of being selected.

The teachers' questionnaire seeks to collect information about teachers' use of movies in English as EFL teaching strategy, and to see its effectiveness on enhancing teaching in middle school classes. The teachers were required to answer the questionnaire by ticking the appropriate box and making statements whenever required. The questionnaire consists of 15 questions.

3.2. Aim of the Questionnaire

This research work aims at providing data that can help to encourage the use of movies as an educational material for EFL teaching. It tries to demonstrate the role of English speaking movies by providing a broader view concerning the teachers reaction about its use. The aim of the questionnaire as a measuring tool is to investigate the efficiency of using the English speaking movies in teaching English as a foreign language, and to get an overview about the teachers' view about movies effectiveness in enhancing the listening skill, and vocabulary. It also tries to show the consequences of using movies to improve pronunciation aspects. The main purpose of this study is to gather different points of view concerning the use of English speaking movies in EFL teaching at middle school classes.

3.3. Description of the Questionnaire

The present questionnaire was distributed to (10) teachers of English in middle schools in Laghouat at random. The questions are of the kind of “yes“ or “no“ questions and open questions. Eleven questions are included in this questionnaire, starting from general information about the participants to information about the central theme , which is the impact of using movies in improving EFL teaching.

The first section is to get personal information. The first two questions (Q 1, 2) concerns the gender and the degree held by the participant. The second section is about the use of movies. The third question (Q 3) asks teachers whether they use films in their teaching, the fourth question (Q 4) asks how often teachers use them, the fifth question (Q 5) is about the suitable kind to use, the sixth question (Q 6) is about the way of using films in the classroom, the seventh question (Q 7) focuses on the difficulties of using movies while teaching. The third section deals with the effectiveness of using movies in teaching EFL aspects. The eighth question (Q 8) asks whether movies are of any help to the learners in developing their ability to master some aspects of language like recognizing accent, stress, intonations, the ninth question (Q 9) asks whether movies are helpful in gaining time, the tenth question (Q 10) is about the advantages of using these films, and the last question, (Q 11) is opened to add any comments that are of any importance to the study.

3.4. Questionnaire Analysis

The questionnaire in this exploratory case study was addressed to middle school EFL teachers, and it was answered by (10) participants. The teachers were asked about their opinion concerning the use of movies to teach EFL. The majority of them said that they enjoyed and relied on the use of movies in teaching. They affirmed that the use of movies enhanced and improved their pupils' language level. Some of them stated that they did not like using movies in the classroom because they wasted time and are difficult for the pupils understanding. The majority of them affirmed that their schools lack the new technological tools. Responses of the questions are going to be presented in tables using percentage, then analyses.

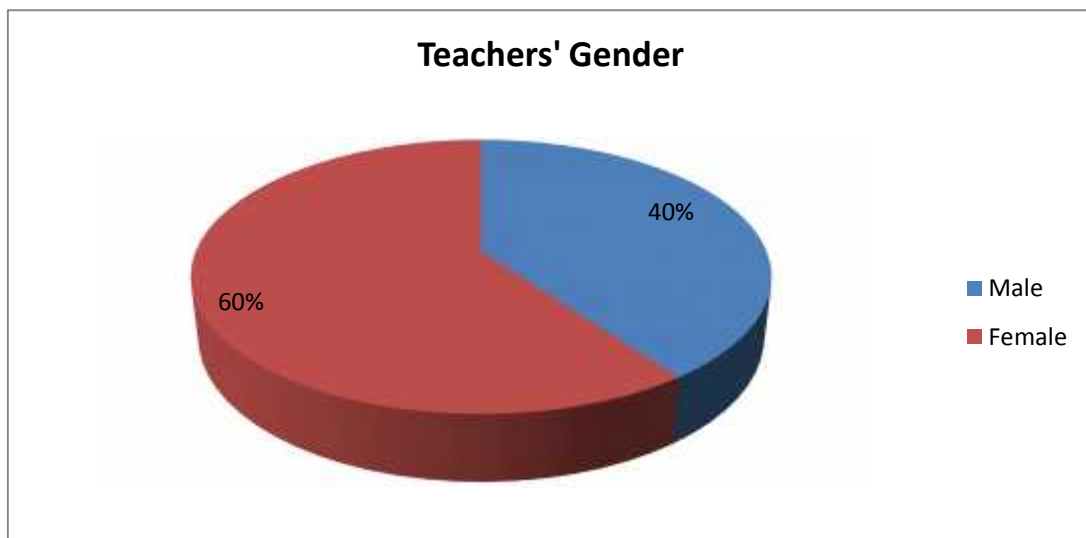
Section One: Personal Information**Item 1: Specify your gender:**a- Female b- Male

This item seeks to discover who are more interested in learning and teaching languages, whether males or females. Results are tabulated as follows:

Gender	Male	Female
N ^o	4	6
Percentage	40%	60%

Table 3.1 : Teachers' Gender Distribution.

The table above states that the majority of teachers of English are female (60%). The minority are males (40%). This may be due to the fact that women are more interested in teaching foreign languages than men. This result can be translated in the following figure. The red color presents the majority which leads to females. The blue color presents the minority which leads to males.

**Graph 3.1: Teachers' Gender Distribution.**

Item 2: What is your Degree?

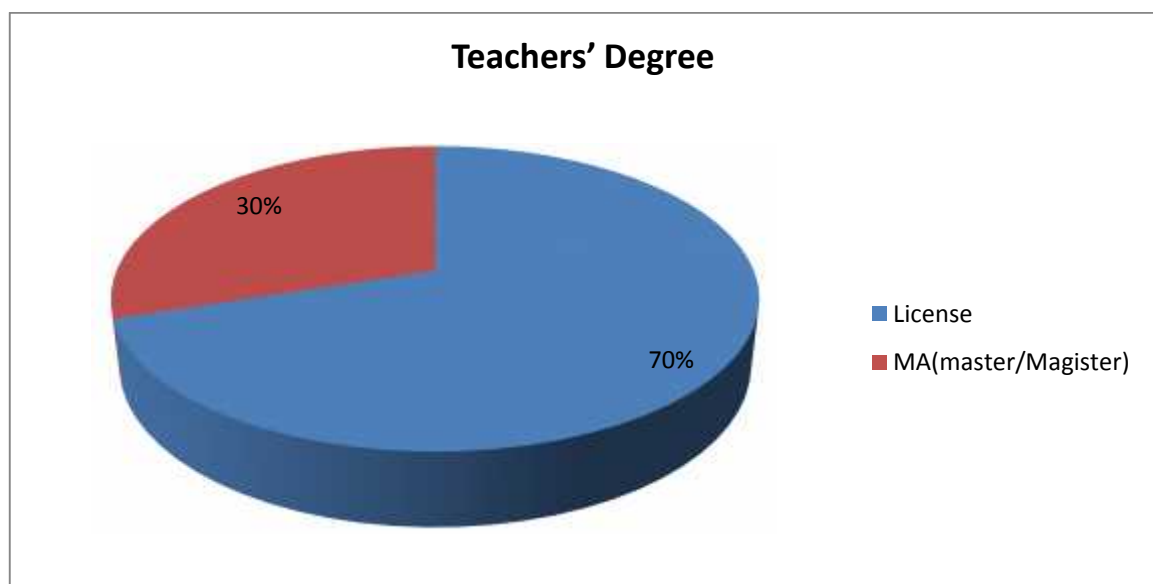
- a. BA (Licence)
- b. MA (Master)

The second item focuses mainly on the middle school teachers' degree whether they all got the licence degree and are satisfied with it or they are looking for high levels in the sake of ameliorating their teaching level.

Degree	Licence	MA(master)
N°	7	3
Percentage	70%	30%

Table 3.2 : Teachers' Degree

In table 3.2, the results show that (70%) of the teachers have Licence degree, (30%) have the MA (Master) degree. Thus, most of the teachers have BA (licence) however a few of them have MA (Master). This mainly refers to that they are teaching in middle schools which mainly need the licence degree while secondary school years teaching needs the MA (Master) degree. Unless those few teachers who want to get a high level for their own personal and educational reasons.



Graph 3.2: Teachers' Degree.

The previous graph represents the results discussed before. The blue color shows the majority of teachers with Licence degree. The red color shows the minority of the teachers with Master degree.

Section Two: Using Movies.

Item 3: Do you use movies in your teaching?

a- Yes

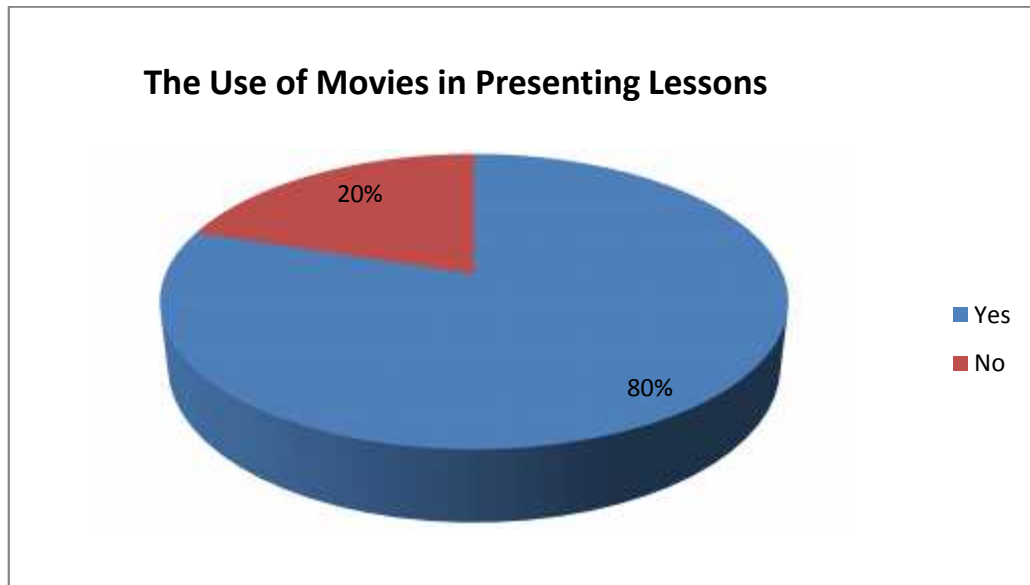
b- No

This item devoted to teachers in order to know whether they use English speaking movies while teaching or not. Responses gathered are tabulated as follows:

Response	Yes	No
N°	8	2
Percentage	80%	20%

Table 3.3 : The Use of Movies in Presenting Lessons.

The table above shows that 80% of the population used use movies in their instruction, arguing that it is very efficient especially in improving students' listening skill, vocabulary, and pronunciation because learners are directly dealing with the native speakers. While 20% of the participants do not use movies in their instruction, saying that because they are consuming for time and they cannot find the ultimate movie easily to integrate it within the lesson plan.



Graph 3.3 : The Use of Movies in Presenting Lessons.

Graph 3.3 above sets the results of item (03) clearly with colors. The blue side is the majority of the teachers who do use movies while teaching. The red side is the few teachers who do not use movies in teaching EFL.

Item 4: How often do you use them?

- a-Always c- Rarely
- b-Sometimes d- Never

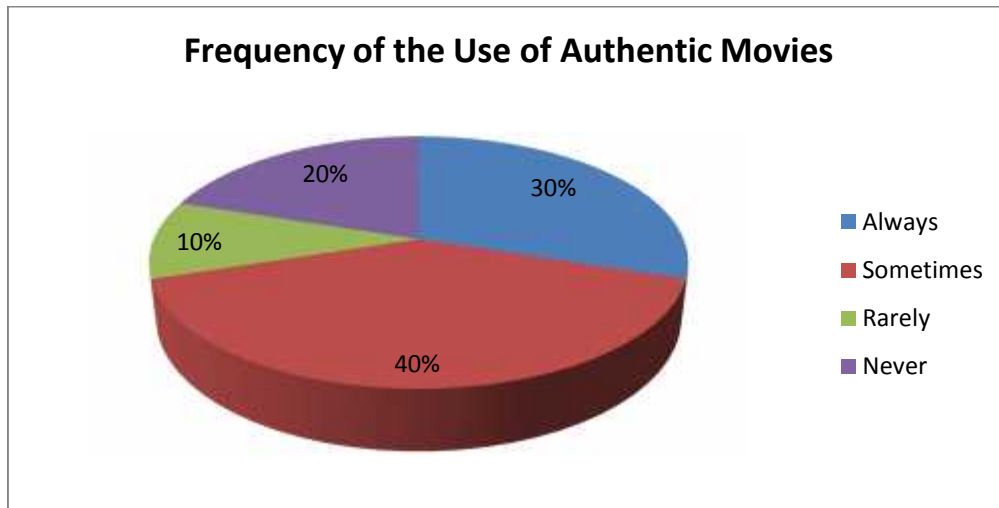
The fourth item seeks to know how many times teachers apply movies in their teaching process. The question is given with four suggestions: always , sometimes, rarely, and never.

Response	Always	Sometimes	Rarely	Never
N°	3	4	1	2
Percentage	30%	40%	10%	20%

Table 3.4: Frequency of the Use of Authentic Movies.

The results above show how often the teachers of this population use movies:(40%) of the sample use them sometimes. This may lead to that not all the lessons need to be presented through movies and for the sake of the limited time. (30%) of the teachers use them always;

this shows that movies are really motivating and takes the students from being bored to being very interested. (10%) use them rarely use movies maybe because they use them just to break the routine and to focus on a specific point to be ameliorated. while(20%) of the participants do not use films at all as they are consuming time.



Graph 3.4 : Frequency of the Use of Authentic Movies.

The graph above represents the previous results. The big part in red color shows that (40%) of the teachers use movies sometimes. The blue part (30%) shows the number of teachers who always use movies in teaching. The purple part (20%) presents those who never rely on movies in teaching, and the green part (10%) presents those who rarely integrate movies in their teaching.

Item 5: What is the suitable type of films you prefer to use?

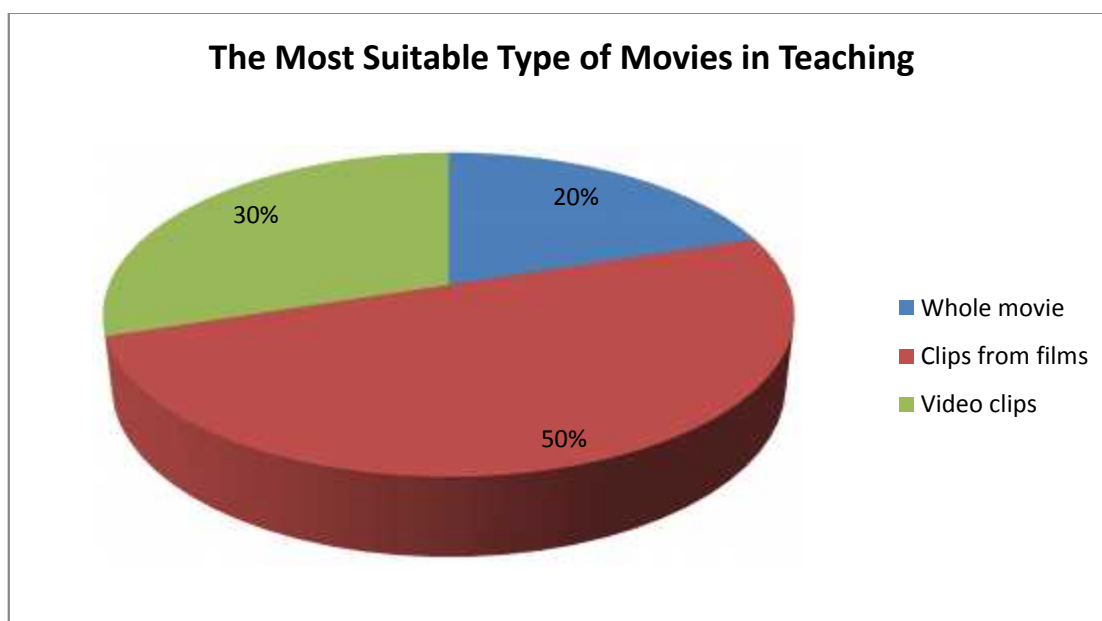
- a- The whole movie
- b- Clips from films
- c- Video clips

The ultimate item looks for the teachers' selection of movies types in teaching. This question has three suggestions to be chosen; the whole movie, only clips from movies, or video clips. The choice was felt on these three suggestions according to the nature of lessons presented, the alternative objectives, and timing.

Response	Whole movie	Clips from films	Video clips
N ^o	2	5	3
percentage	20%	50%	30%

Table 3.5 : The Most Suitable Type of Movies in Teaching.

The results in table (3.5) state that (50%) of the participants use clips from films in the classroom, (30%) of them use video clips, and only (20%) who use the whole movie. Teachers gave reasons to the use of all these types of movies; they considered that clips from films have a short time and precise in the objective selected for and they can be repeated several times easily. Those who use video clips argued that they cannot find the suitable film for the chosen lesson. However (20%) who use the whole movie claimed that they divide the selected film into parts and use them during the whole file separately according to objectives stated, and also they argued the use of the whole movie in order to present fictions that are used in the textbook to be more motivating for the learners.



Graph 3.5 : The Most Suitable Type of Movies in Teaching.

This graph illustrates the results presented in the previous table. The red color takes half of the graph which represents the teachers' use of clips from films. The green color represents their selection of video clips. The blue color represents using the whole movies in teaching.

Item 6: How do you use the movie in the class?

a- Watch the film before explaining vocabulary.

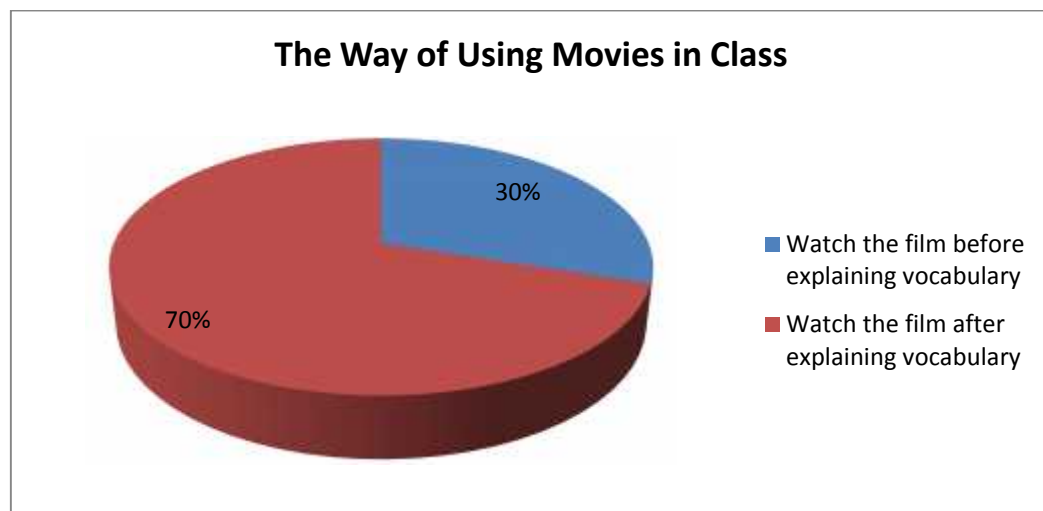
b- Watch the film after explaining vocabulary.

This item is asked to determine how teachers use movies during a lesson. It is presented with two suggestions: a) either watching the film then explaining the vocabulary needed, or b) explaining the vocabulary that students will deal with in the film then watching the film. Responses gathered are presented in the following table:

Response	Watch the film before explaining vocabulary	Watch the film after explaining vocabulary
N°	3	7
Percentage	30%	70%

Table 3.6 : The Way of Using Movies in Class.

This table shows that (70%) of the selected teachers prefer to present the new words used in the movies than watch it with the learners in order to have a previous idea about the theme of the lesson. While (30%) prefer watching the movie first than let the learners to state the words they do not understand to explain them together.



Graph 3.6 :The Way of Using Movies in the Class.

Graph (3.6) translates the results of the table. The big part with red color shows that teachers explain the vocabulary needed before watching the movie. The blue color shows the percentage of the teachers who explain the vocabulary after watching the movie.

Item 7: Do you find any difficulties when you use films inside the classroom?

a- Yes

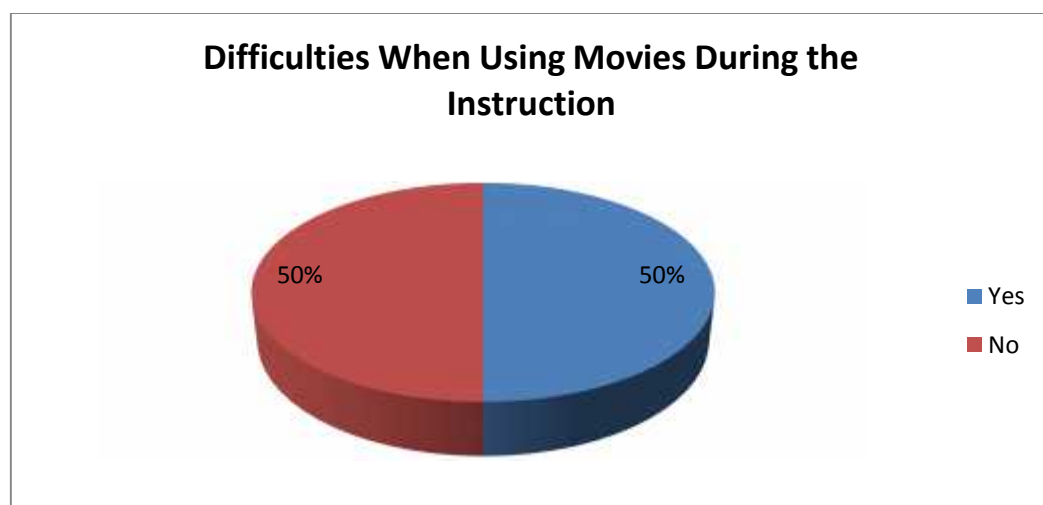
b- No

This item is a closed-question designed to look for whether teachers face difficulties when using movies during the instruction or not. Teachers answers are presented as follows:

Response	Yes	No
N°	5	5
Percentage	50%	50%

Table 3.7 : Difficulties When Using Movies During the Instruction

The table shows that the majority of the participants, 50%, find difficulties while using movies in their teaching due to the lack of aids and materials (data show, computer..etc), as well as crowded classrooms, especially when trying to draw students' attention, while 50% of the participants do not find any difficulties when using them mainly when these teachers are familiar with these means, and then it becomes a great relief when the learners themselves are familiar with using them.



Graph 3.7 : Difficulties When Using Movies During the Instruction.

Graph 3.7 supports the results of item (07). It shows that half of the sample faces difficulties shown in blue color. The other half do not find any difficulties while using movie as a tool to teach, presented in the red color.

Section Three: Employing Movies in EFL Teaching

Item 8: Do audio-visual aids help your learners to develop their ability to master some aspect of language like;, stress, intonation...etc?

a- Yes

b- No

This item seeks to determine the role of movies in helping students' developing their ability to master some aspects of language.

Response	Yes	No
N°	10	0
Percentage	100%	0%

Table 3.8 : The Role of Movies in Helping Students' Development of their Ability to Master Some Aspects of Language.

100% of the participants consider using movies helps the learners in enhancing their ability to master some aspects of language like recognizing accent, stress, and intonations, due to the language used by the native speakers; correct pronunciation, words or sentences, stress, intonation...etc.

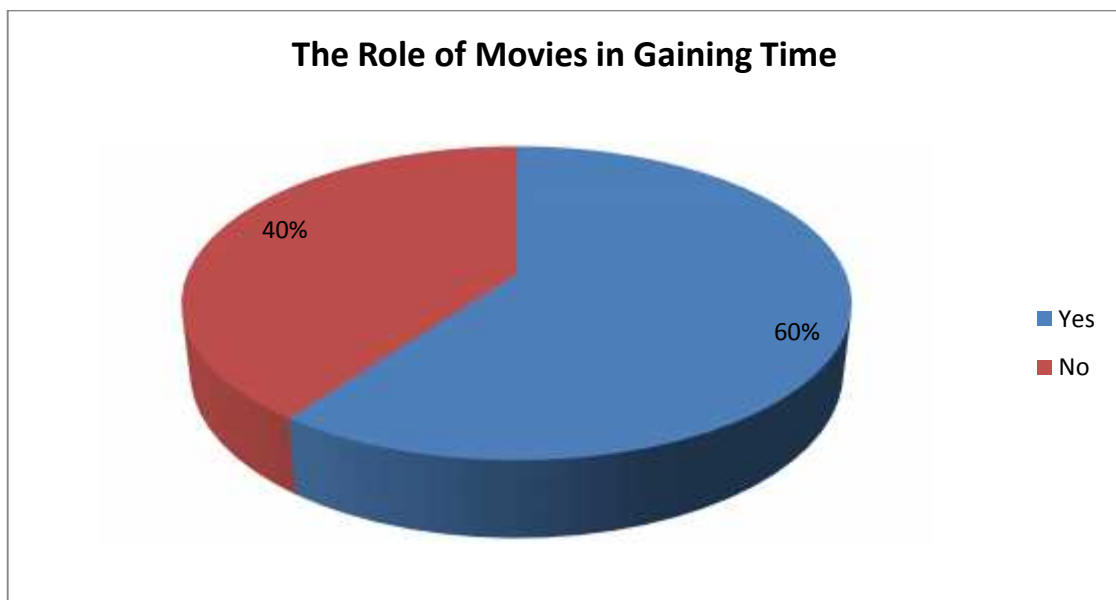
Item 9: Does it make you gain time?a-Yes b- No

This item deals with the role of movies in gaining time according to the teachers' point of view.

Response	Yes	No
N ^o	6	4
Percentage	60%	40%

Table 3.9 : The Role of Movies in Gaining Time.

The results above show that (60%) of the teachers believe that using movies is gaining for time because they make the learner be involved in the lesson directly and learn several aspects at once. However(40%) of them consider using movies as consuming for time like in the case of having a long movie, so learners have to watch it more than at once to understand the content.



Graph 3.8 : The Role of Movies in Gaining Time

This graph presents the positive role of movies in gaining time with blue. The red color is for the negative role of movies in gaining time.

Item 10: What are the advantages of applying movies in teaching English?

The teachers were asked to state the advantages of applying movies in teaching, so the answers were the following:

- The use of movies helps in breaking the routine and creating a relaxed atmosphere that helps the learner in comprehension and level enhancement
- They provide real life situations.
- They enable both the teacher and the learners to know more about others' cultures.
- Listening to native English (better pronunciation, stress, and accent).
- They motivate both the teacher and the learner.
- They enhance and increase listening comprehension.
- Being exposed to speaking patterns (of the native speakers).

Item 11: Would you add any comments you consider important to this study?

In this question, teachers add some important things to enhance and improve Learners' learning process through using movies.

One main repeated idea by all the participants is that teachers should avoid the intensive use of technology in general and make their presence when possible to keep their teaching abilities and to guide the learners, and to prevent relying on listening only rather than enhancing reading. So a balance is required to achieve the educational objectives at the end of the middle school level.

3.5. General Results and Discussion

Section One:

It deals with the learners' background information. Firstly, from (Q1) we wanted to know their gender which informed us that the majority are female gender (60%) whereas male gender represent the minority (40%). The previous data drives the point that may be explained with the women's high desire in learning foreign languages than men's desire.

Secondly, we have attempted to determine their level. the teachers' answers showed that the majority of teachers of English are female (60%) and the minority are males (40%). This Concerning (Q2), most who responded to our questionnaire have BA (licence) or MA (Master). This particularly emphasizes the fact that they are mainly middle school teachers, therefore teaching in middle school demands getting a licence degree.

Section Two:

The results of (Q3) stated that (60%) of the informants apply movies as a teaching material, for its huge efficiency especially in improving students' listening skill, vocabulary, and pronunciation because learners are directly dealing with the native speakers. While 20% of the participants do not use movies in teaching process and consider them as wasting for time. Scholars, like Jiang (2006) emphasized and analyzed the status of college English listening and the role of English films in listening teaching where he claimed that teaching listening through movies is an effective way. Stoller (1988) stated that movies are a good tool to teach vocabulary since they help to relate words into a context and bring variety into vocabulary learning. The results of (Q4) represents the teachers' frequency in using movies; the majority of them divided between using them sometimes(40%) and always(30%), while the minority (10%) use them rarely, and (20%) of the participants do not use films at all. Teachers differ in using movies in teaching. It is hard to apply them. They cannot use this tool in every lesson according to the limited time and the lesson itself. In (Q5), (50%) of the teachers use clips from films in the classroom, (30%) of them use video clips, and only (20%) who use the whole movie. Teachers give reasons to the use of all these types of movies; they considered that clips from films have a short time and precise in the objective select for and they can be repeated several times easily, and those who use video clips argued that they cannot find the suitable film for the chosen lesson. However (20%) who use the whole movie claimed that they use the selected film through separated parts and use them during the

whole file or sequence separately according to objectives that should be reached in each lesson. Also they explained the use of the whole movie in presenting fictions and stories that are adopted in the textbook to be more motivating and attracting for the students. (Q6) dealt with how teachers use the film to deal with the new introduced words; (70%) of them prefer to present the new words used in the movies than watch it with the students in order to have a previous idea about the theme of the lesson. While (30%) prefer watching the movie first than let the students set the words they do not comprehend in order discover their ultimate explanation together. The results of (Q7) stated that half of the teachers do not find any matter in using movies in teaching EFL, while the other half of them may face some problems in using this technique. They explained that by the need to other materials in the school (data show, computer..etc)

Section Three

From (Q8), we noticed that all the teachers agreed that movies are really beneficial for mastering pronunciation aspects because they are getting the right pronunciation from native speakers. In (Q9), the results stated that (60%) of the teachers believe that using movies is gaining for time because they make the learner be involved in the lesson directly and learn several aspects at one. However,(40%) of them consider using movies as wasting for time like in the case of having a long movie, so learners have to watch it more than one time to understand the content. In (Q10) the teachers were asked to state the advantages of applying movies in teaching, most of the answers were about the efficiency of using movies in motivating the learners and enhancing their English pronunciation, vocabulary, culture, and their listening skill. The last question was asked to teachers was to provide some suggestions. Most of them emphasized on using movies to gain more results from the learners and motivating them, but in a normal way, and prevent the intensive of use of technology in general.

Conclusion

This chapter was devoted to the field work by driving a questionnaire as a tool of data collection determined to the teachers. The questionnaire was about determining the teachers' points of view about using movies in their teaching and to what extent they would be helpful for them. The teachers' opinions about using movies were in general rather positive. The respondents thought for instance that the using movies motivates the students and brings variety into the classroom. Results show that it was clear that the need of using movies was obvious and expressed by the teachers. It is obvious now that the statistics and the results of the questionnaire are relevant with the hypothesis presented before; that movies are effective in improving teaching EFL mainly teaching listening, pronunciation, and vocabulary. However, every teacher should be aware how to employ movies so that he would not face any problem when using it. Hence, English speaking movies has positive impact on the learners and the teachers but they do not neglect the use of traditional educational methods.

General Conclusion

The current study was conducted to examine the effectiveness of using English speaking movies by teachers in the classroom to enhance the middle school learners' listening skill, pronunciation, learning vocabulary, and learning cultural aspects. This is confirmed by the results obtained from the questionnaire conducted for the teachers of the middle school level. Learners at middle schools at Laghouat face difficulties in listening to English conversations, in pronouncing English words, and in English vocabulary. In addition to the nature of traditional methods of teaching particularly in a vital language like English, which demotivate them to learn. If English teachers introduce movies in teaching inside the classroom in appropriate ways, they will enhance the learners' listening skill, enrich their vocabulary, and use the right pronunciation. Add to this, students would be very motivated by using such interesting audio visual tool.

This research study consists of three main chapters. The first chapter deals with definitions and theories about movies and EFL teaching process. The second one describes the implementation of English speaking movies in EFL teaching. The last chapter which is the descriptive part, deals with discussing and analysing the data gathered through the questionnaire conducted.

Through the questionnaire's analysis, the results indicated that the majority of the participants apply movies or parts of movies as a helping tool in teaching to introduce English language in a more real way. Thus movies help in enhancing learners' listening skill and pronunciation as they receive the English language from natives. However the rest of the teachers consider using movies as wasting for time; while they have limited hours to teach English in middle school. For those teachers who apply movies in teaching, they differ in using this tool. They argued that it is hard to apply them all the time according to the limited time and the lesson itself. According to this limitation, the half of the participants prefer using only clips from films in order to reach the ultimate objective and avoiding consuming time. Others declare that they use video clips, however the minority use the whole movie but in separated parts which are used according to the objective of the lesson and use it to present fictions and stories that are adopted in the text book to be more motivating and understandable. Concerning the new vocabulary introduced in the movie used, most of the teachers suggested to present the new words then watching the chosen movie. However the rest preferred dealing with the movie then they invite the learners to set the words that they do not understand. Half of the participants have declared that they do not find problems while

General Conclusion

using movies inside classrooms, however the second half may face some obstacles relying that to the lack of materials in the schools such as computers and datashows.

From the results of the third section, all the teachers have declared that using movies is beneficial for mastering pronunciation aspects directly from native speakers. The majority of teachers stated that using movies is useful for gaining time in order to make the learners involved directly to the lesson and learn several aspects at once. The rest consider that movies consume time especially if the movie is long. At the end, teachers argued that using movies is an effective tool to motivate the learners and enhance their English listening skill, pronunciation, vocabulary and cultural aspects. They suggested to use movies to gain effective teaching but in a normal way and to prevent the intensive use of technology in teaching.

The analysis of the preliminary questionnaire showed that teachers while using movies in their classes can improve their learners listening skills, learning new vocabulary and remember them easily, acquire the correct pronunciation, including intonation and accent, and get different expressions to use in communication. Moreover, the learners can even discover and know about the English culture. The teachers see that using movies to present the lessons is more motivating for the learners and declare their desire to apply them as an essential material that should be used in order to teach many aspects of English language at the same time.

In order to reduce difficulties and problems that the learners can face, and to facilitate the learning process of English language, we recommend the following:

- An official attention to applying movies and videos is required by the educational facilities in learning and teaching.
- The good choice of the type of movies appropriate to the designed task of achieving competency in the listening skill.
- Teachers should increase the use of authentic audiovisual materials in their lectures.
- Choosing interesting movies to attract learners attention.
- selection of a movie that matches learners' current English level.
- While using a movie in classroom, teachers should encourage bringing and using dictionaries and repeating of short phrases.

General Conclusion

- Teacher have to use movies as an aid, not to rely with them; not to be neglected at all, in order to help in a good achievement for learners.

There were several limitations to this study. The most prominent one lies in the fact that the sample size was small. The number of the participants in the study was about 10. In addition the researcher had limited time frame in which to conduct the study. Moreover, the lack of sources; a few number of previous studies were conducted in the field of the present study, therefore most of them were particularly focused on one skill or aspect however this study focused on three main aspects: listening skill, pronunciation and vocabulary.

Lastly, our research study has given us a new hope to solve some of learners problems from the beginning of their learning English experience in pronunciation and acquiring vocabulary through dealing with listening to native speakers. Although this study has faced some difficulties like the lack of sources and limited time, but the stated objectives were reached.

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Appendix :
Teachers' Questionnaire

Appendix

Teachers' Questionnaire

Dear teachers

For the preparation of a master dissertation, this questionnaire serves as a data collection tool on the role of **English movies** in teaching English , Your contribution will be of great help to make the research work achieve its objectives. Please tick the choices in the boxes or write your information when necessary.

Thank you

Section One: Personal Information.

1-Specify your gender:

- a- Female b- Male

2- What is your Degree?

- a. BA (Licence)
b. MA (Master/ Magister)

Section Two: English Speaking Movies and EFL Teaching.

3- Do you use movies in your teaching?

- a- Yes
b- No

If yes, how do you consider them effective in improving the language development? Justify

.....
.....
.....
.....

Appendix

4- How often do you use them?

- a-Always c- Rarely
b-Sometimes d- Never

5- What is the suitable type of films you prefer to use?

- a- The whole movie
b- Clips from films
c- Video clips

Why?.....
.....
.....

6- How do you use the movie in the class?

- a- Watch the film before explaining vocabulary.
b- Watch the film after explaining vocabulary.

Why?.....
.....
.....

7- Do you find any difficulties when you use films inside the classroom?

- a- Yes
b- No

How?.....
.....

Appendix

Section Three : Employing Movies in Teaching EFL.

8- Do audio-visual aids help your learners develop their ability to master some aspect of language like; stress, intonation...etc?

a- Yes

b- No

Justify:.....
.....

9- Does it make you gain time?

a-Yes

b- No

Why?.....
.....
.....

10- What are the advantages of applying movies in teaching English?

.....
.....
.....
.....

11- Would you add any comments you consider important to this study?

.....
.....
.....
.....
.....
.....

Appendix

.....

.....

Thank you very much for your collaboration.

عديدة من أهم تحديات التي تواجه تعليم اللغة الانجليزية هو ايجاد وسائل و طرق عملية
الإنجليزية بالنسبة للتلاميذ الهاما و فعالية الفيديو القصيرة
كأداة اساسية او تكميلية تتضمنه و المستعمل لتعليم الإنجليزية بين
هاته اللغة لهذا اكد العديد الباحثين محفزة و مفيدة للتعلم باعتبارها مصدرا موثوقا .
هذه تأثير تدریس الإنجليزية كوسيلة لتعزيز
لولاية الأغواط .
لهذا استبيان موجه لأساتذة اللغة الانجليزية بولاية الاغواط يتضمن
تحليل النتائج المتحصل عليها أن أساتذة اللغة الانجليزية يعتبرون أن
تقنية أساسية تحسين مهارا التلاميذ مفرداتهم، على تحفيز
التلاميذ للاطلاع أكثر على هاته اللغة و التمكن منها .